School Quality Review Report

Oakland High School

Lafayette School Corporation

4/9/2018 – 4/10/2018

Review Team Members

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I.   Background on the School Quality Review

Public Law 221 (PL 221) was passed in 1999 before the enactment of the federal *No Child Left behind Act* (NCLB). It serves as the state's accountability framework. Among other sanctions, the law authorizes the Indiana State Board of Education (SBOE) to assign an expert team to conduct a School Quality Review for schools placed in the lowest category or designation of school performance for two consecutive years.

> *(a) The board shall direct that the department conduct a quality review of a school that is subject to IC 20-31-9-3. (b) The board shall determine the scope of the review and appoint an expert team under IC 20-31-9-3. (Indiana State Board of Education; 511 IAC 6.2-8-2; filed Jan 28, 2011, 3:08 p.m.: 20110223-IR-511100502FRA)*

The school quality review (SQR) is a needs assessment meant to evaluate the academic program and operational conditions within an eligible school. The SQR will result in actionable feedback that will promote improvement, including the reallocation of resources or requests for technical assistance. The process is guided by a rubric (see Appendix B) aligned to the 8 Turnaround Principles. The school quality review includes a pre-visit analysis and planning meeting, onsite comprehensive review, and may include targeted follow-up visits.

State law authorizes the SBOE to establish an expert team to conduct the School Quality Review known as the Technical Assistance Team (TAT). Membership must include representatives from the community or region the school serves; and, may consist of school superintendents, members of governing bodies, teachers from high performing school corporations, and special consultants or advisers.
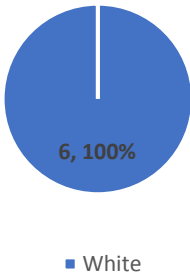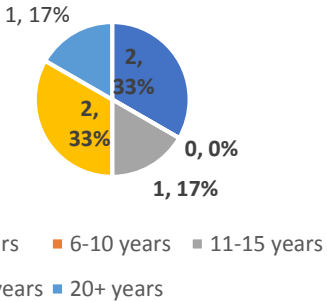

II.   Overview of the School Quality Review Process

The School Quality Review process is designed to identify Oakland High School's strengths and areas for improvement organized around the [United States Department of Education's Eight School Turnaround Principles](). In particular, the School Quality Review process focused on four Turnaround Principles that were identified as priorities by the school and its district.
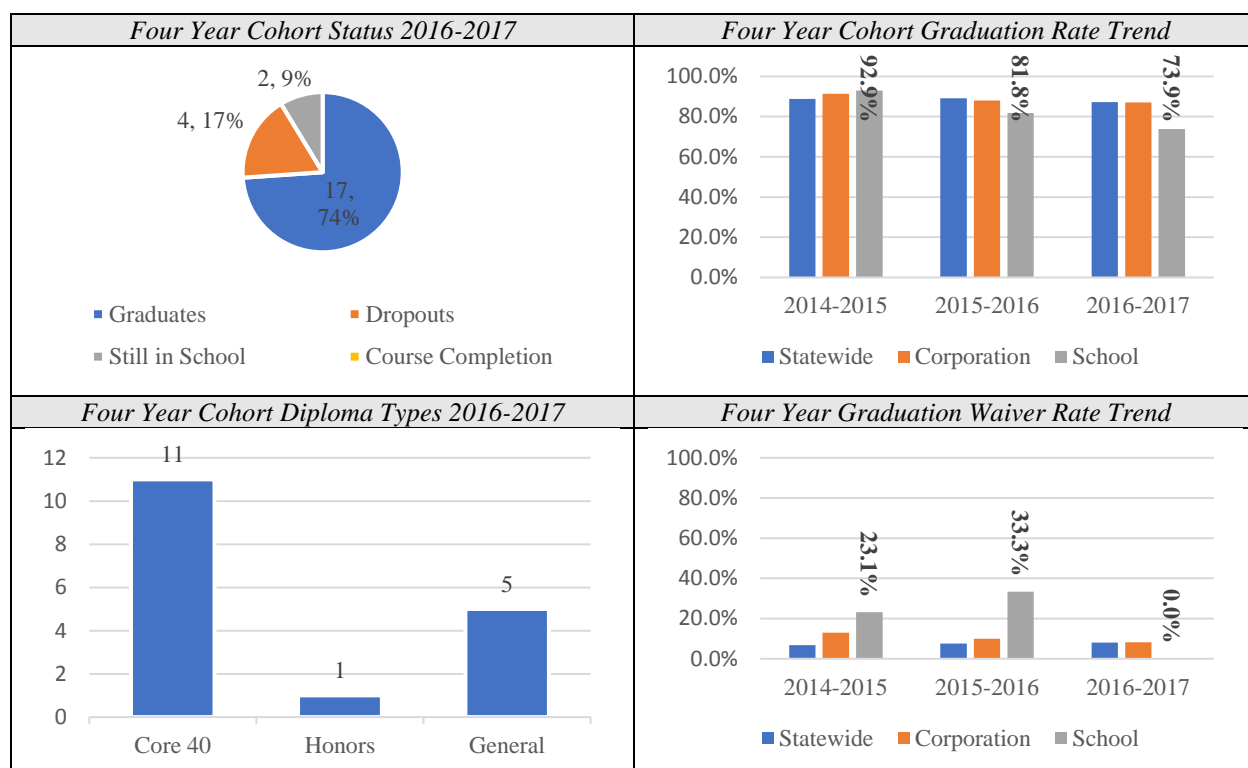
The on-site review consisted of the Technical Assistance Team (TAT) visiting the school for two days. During the two days, the TAT (1) conducted separate focus groups with students, teachers, and parents, (2) observed a professional learning community meeting with teachers, (3) observed instruction in 14 classrooms, and (4) interviewed school and district leaders.

Prior to the visit, teachers completed an online survey, with 7 teachers participating. Parents were also invited to complete a survey, with 19 parents participating. Finally, the school leadership team completed a self-evaluation. Both surveys and the self-evaluation are made up of questions that align to school improvement principles and indicators (Appendix B).

III. Data Snapshot for Oakland High School

School Report Card							
2015-2016 Report Card	*Points*	*Weight*	*Weighted Points*	*2016-2017 Report Card*	*Points*	*Weight*	*Weighted Points*
CCR	0	.50	0.0	*CCR*	22.4	.50	11.2
Graduation Rate	100.0	.50	50.0	*Graduation Rate*	81.8	.50	40.9
Overall Points			50.0	*Overall Points*			52.1
Overall Grade			F	*Overall Grade*			F

Enrollment 2017-2018: 62 students

Enrollment 2017-2018 by Ethnicity

2, 3%   2, 3%   10, 16%
10, 16%
38, 62%

- Black
- Hispanic
- White
- Multiracial
- American Indian

Enrollment 2017-2018 by Free/Reduced Price Meals

10, 16%
6, 10%
46, 74%

- Free Meals
- Reduced Price Meals
- Paid Meals

Enrollment 2016-2017 by Special Education

5, 8%
57, 92%

- Special Education
- General Education

Enrollment 2016-2017 by English Language Learners

5, 8%
57, 92%

- English Language Learner
- Non-English Language Learner

Attendance

Attendance by Grade

Grade	'14-'15	'15-'16	'16-'17
9	94.7%	***	89.1%
10	92.1%	92.3%	89.1%
11	93.1%	91.4%	89.9%
12	84.6%	90.0%	84.6%

***suppressed*

Attendance Rate Trend

| | 2014-2015 | 2015-2016 | 2016-2017 |

School Personnel	
Teacher Count 2015-2016: 6	
Teacher Count 2015-2016 by Ethnicity	*Teacher Count 2015-2016 by Years of Experience*

1, 17%

2, 33%

0, 0%

2, 33%

1, 17%

- 0-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 20+ years

6, 100%

- White

Student Academic Performance	
ISTEP+ 2016-2017 *Both English/Language Arts and Math*	*ISTEP+ Percent Passing Trend* *Both English/Language Arts and Math*
Due to federal privacy laws, student performance data is not displayed.	*Due to federal privacy laws, student performance data is not displayed.*
ISTEP+ 2016-2017: English/Language Arts	*ISTEP+ Percent Passing Trend: English/Language Arts*
Due to federal privacy laws, student performance data is not displayed.	*Due to federal privacy laws, student performance data is not displayed.*
ISTEP+ 2016-2017 *Math*	*ISTEP+ Percent Passing Trend* *Math*
Due to federal privacy laws, student performance data is not displayed.	*Due to federal privacy laws, student performance data is not displayed.*

Four Year Cohort Status 2016-2017	*Four Year Cohort Graduation Rate Trend*
Graduates 17, 74%; Dropouts 4, 17%; Still in School 2, 9%; Course Completion	2014-2015: Statewide, Corporation, School 92.9%; 2015-2016: 81.8%; 2016-2017: 73.9%
Four Year Cohort Diploma Types 2016-2017	*Four Year Graduation Waiver Rate Trend*
Core 40: 11; Honors: 1; General: 5	2014-2015: School 23.1%; 2015-2016: School 33.3%; 2016-2017: School 0.0%

IV.   Evidence and Rating for School Turnaround Principle 1

Background

The next four sections of the report illustrate the Technical Assistance Team's key findings, supporting evidence, and overall rating for each of the school's prioritized Turnaround Principles.

To thoughtfully identify these prioritized Turnaround Principles, school and district leaders used a "Turnaround Principle Alignment Tool" provided by the Indiana State Board of Education to determine the priority Turnaround Principles that most closely align with the goals and strategies outlined in the school's improvement plan.

This report focuses on these prioritized Turnaround Principles to provide a strategically targeted set of findings and recommendations. Additional evidence on the other four Turnaround Principles can be found in Appendix A of this report.

School Turnaround Principle 1: School Leadership

Evidence Sources
Classroom Observations, Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Community Member Focus Group, Principal Interviews, Artifacts Provided by Oakland High School

Rating			
1 Ineffective *No evidence of this happening in the school*	2 Improvement Necessary *Limited evidence of this happening in the school*	3 Effective *Routine and consistent*	4 Highly Effective *Exceeds standard and drives student achievement*

Evidence	
Strengths	Aligned Turnaround Principle Indicator(s)
• School leadership has developed individual graduation plans that are tracked regularly and routinely discussed with both students and their parents.	• 1.2, 1.4, 1.10, 2.2, 8.1, 8.2
• The principal advocated for the addition of a guidance counselor to the school staff and leadership team.	• 1.1, 1.2, 1.9, 5.4
• The principal has worked extensively to reach out and find community support.	• 1.2, 1.4, 1.10, 8.1, 8.2
• The principal demonstrated during focus groups a willingness to seek advice and grow professionally to improve student outcomes.	• 1.10, 2.2, 2.3
Areas for Improvement	Aligned Turnaround Principle Indicator(s)
• Focus groups revealed it is unclear if a vision for high-quality instruction exists or has been communicated to staff.	• 1.1, 1.2, 1.4, 2.3
• Professional development has been primarily focused on social emotional issues and has failed to address academic rigor and instructional improvement.	• 1.2, 1.5, 1.9, 5.3, 5.5
• Classroom walkthroughs, although done regularly, do not provide the necessary formative feedback for teachers to continuously improve instruction and meet student learning goals.	• 1.4, 1.7, 1.9, 5.2

V.   Evidence and Rating for School Turnaround Principle 4

School Turnaround Principle 4: Curriculum, Assessment, and Intervention Systems			
Evidence Sources			
Classroom Observations, Teacher Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, Student Climate Survey, Artifacts Provided by Oakland High School			
Rating			
1 Ineffective *No evidence of this happening in the school*	2 Improvement Necessary *Limited evidence of this happening in the school*	3 Effective *Routine and consistent*	4 Highly Effective *Exceeds standard and drives student achievement*
Evidence			

Strengths	Aligned Turnaround Principle Indicator(s)
• The teaching staff regularly stays after school and/or gives up their prep periods to provide students with targeted tutoring.	• 4.5, 2.2, 3.6
• On their survey, 100% of teachers agreed or strongly agreed with the following statement, "The school ensures that additional instruction and learning time is provided for all students who require it to meet academic standards."	• 4.5, 1.8, 2.2, 7.1
• The majority of students either have Math or English Language Arts courses twice a day, as determined by students' test scores.	• 4.3, 4.5, 1.6
Areas for Improvement	Aligned Turnaround Principle Indicator(s)
• Teachers are not implementing the use of rigorous formative assessments with fidelity.	• 4.2, 4.3, 4.4, 6.2, 1.5, 2.3, 3.5
• Staff are examining multiple forms of data, but not digging deeper into the data and exploring the true causes behind student success or lack thereof.	• 4.2, 4.3, 6.2, 1.1, 1.6, 3.5
• No evidence was observed of a system to ensure that instruction is aligned to Indiana Academic Standards or adheres to the intended rigor of the standards. It was noted that in only one classroom were standards and objectives posted.	• 4.1, 4.2, 4.4, 1.5, 2.3, 3.1,
• On a 2018 student climate survey, 53% of students somewhat disagreed or strongly disagreed with the following statement, "Classes in my school are challenging."	• 4.2, 4.4, 1.4, 1.5, 1.6, 2.3, 3.6

VI. Evidence and Rating for School Turnaround Principle 6

School Turnaround Principle 6: Effective Use of Data			
Evidence Sources			
Classroom Observations, Teacher Focus Group, Student Focus Group, Instructional Leadership Focus Group, Principal Interviews, Teacher Surveys, Artifacts Provided by Oakland High School			
Rating			
1 Ineffective *No evidence of this happening in the school*	2 Improvement Necessary *Limited evidence of this happening in the school*	3 Effective *Routine and consistent*	4 Highly Effective *Exceeds standard and drives student achievement*
Evidence			
Strengths			Aligned Turnaround Principle Indicator(s)
• The school uses Adverse Childhood Experiences (ACE) and student climate surveys to help determine professional development and drive decisions for improving school culture.			• 6.1, 1.1, 1.2, 1.3, 2.1, 5.3, 5.5
• School staff closely monitor attendance data and address student attendance issues in a timely manner.			• 6.1, 6.2, 1.2, 1.4, 2.1, 2.2, 2.3
Areas for Improvement			Aligned Turnaround Principle Indicator(s)
• Protocols for reviewing, analyzing, and planning to act on student academic data are not adequately developed or followed.			• 6.2, 6.3, 1.1, 1.3, 2.3
• Evidence from interviews, focus groups, and surveys indicated that data is inconsistently used by staff to identify school wide instructional practices requiring improvement.			• 6.2, 6.3, 1.2, 2.2
• On their survey, the majority of teachers disagreed with the statement, "our teachers have scheduled time and a systematic process for analyzing formative assessment data."			• 6.2, 6.3, 1.6, 4.2, 4.3, 2.2,

VII. Evidence and Rating for School Turnaround Principle 8

School Turnaround Principle 8: Family and Community Engagement

Evidence Sources
Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Community Member Focus Group, Principal Interviews, Parent Surveys, Artifacts Provided by Oakland High School

Rating			
1 Ineffective *No evidence of this happening in the school*	2 Improvement Necessary *Limited evidence of this happening in the school*	**3** **Effective** ***Routine and consistent***	4 Highly Effective *Exceeds standard and drives student achievement*

Evidence	
Strengths	**Aligned Turnaround Principle Indicator(s)**
• On their survey, 84% of parents agreed with the statement, "Our school works with parents to build positive relationships and engages them as partners in their children's learning."	• 8.1, 8.2, 1.10, 2.3
• School leadership brought back a panel of Oakland alumni to share with current students their post-graduate experiences.	• 8.2, 2.2
• Opportunities for parent involvement include conferences, student showcases, fundraisers, and other volunteer opportunities.	• 8.1, 8.2
Areas for Improvement	**Aligned Turnaround Principle Indicator(s)**
• Focus groups revealed opportunities exist to find more ways to include parents in school decisions.	• 8.1, 8.2
• Parent and community member focus groups revealed low expectations concerning academic rigor.	• 8.1, 8.2, 1.4, 2.3

VIII. Recommendations

Background

This section outlines an intentionally targeted set of recommendations that align to one or more of the school's prioritized Turnaround Principles. Anchored in the United States Department of Education's Turnaround Principles framework, these recommendations are representative of what the Technical Assistance Team believes to be the most immediate changes needed to accelerate growth in academic and non-academic student outcomes at Oakland High School. These recommendations should not be thought of as an exhaustive set of school improvement strategies, but rather as a part of the ongoing and continuous school improvement process.

Recommendation 1
Restructure weekly staff meetings into Professional Learning Communities (PLCs) to support teachers in developing the instructional strategies needed to meet students' learning needs. During these PLCs, prioritize the development of curriculum maps and use of evidence based instructional strategies. Ensure PLCs are organized to include data analysis, instructional reflection, intentional planning, and action research to provide improved instruction for students and continuous job-embedded learning for teachers. Research the use of a Plan, Do, Study, Act (PDSA) cycle and template to guide educators' efforts during PLC meetings.
Aligned Turnaround Principle(s)
4.2, 6.2, 6.3, 1.2, 2.2, 3.5, 3.6, 5.3, 5.5, 7.3
Rationale
The importance of Professional Learning Communities (PLCs) as a means of improving teachers' instructional practices and students' learning is well documented.[1]   Specifically, the use of (PLCs) creates a collaborative, results-driven culture, serving as a vehicle for implementing new instructional practices, and achieving significant gains towards school improvement. The effective implementation of PLCs can increase educators' investment in and commitment to school goals and priorities. Additionally, teachers will be professionally renewed and informed on the instructional best practices needed to adapt teaching to student needs. PLCs, when implemented with fidelity, create the processes needed to systematically improve teaching and learning.   Evidence throughout the review revealed the Oakland staff has made dynamic efforts to meet the social-emotional needs of students, including professional development, collaboration among staff, and restructuring of the school day. However, similar efforts have not been made adequately to address academic rigor and instructional improvement. In particular, a process to analyze data and current instructional practice to better inform decision making intended to improve classroom instruction is needed. The observed passion and leadership capacity exhibited by Oakland's teaching staff lead to the conclusion that PLCs could be an effective and sustainable driver of these practices.

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[1] DuFour, R. & Eaker, R. (2008). Revisiting Professional Learning Communities at Work: New Insights for Improving Schools. Bloomington, IN: Solution Tree.

Recommendation 2
Create curriculum maps that identify the core skills and content knowledge to be taught as well as instructional strategies and resources to be used. Ensure the curriculum maps establish a content scope and sequence that aligns to the Indiana Academic Standards. Furthermore, include in the curriculum maps a cycle of formative assessments that provide teachers with the data needed to continuously improve interventions and instruction. Implement an annual and continuous system of evaluating the curriculum maps for fidelity of alignment, pacing, and rigor.
Aligned Turnaround Principle(s)
4.1, 4.2, 4.3, 4.4, 6.2, 6.3, 1.2, 1.5, 3.1, 3.2
Rationale
Curriculum maps consolidate objectives, resources, instructional strategies, assessments, and the depth of knowledge addressed in standards based instruction. In this way, curriculum maps provide the foundation on which professional development, academic coaching, and high-quality instruction can be constructed. Curriculum maps act to amplify the possibilities for long-range planning, short-term preparation, and clear communication among teachers during PLCs.[2] Specifically, curriculum maps help teachers collaboratively identify opportunities for integration among the different subjects taught. Furthermore, having strong curriculum maps within each classroom allows teachers to focus more on choosing the best instructional strategies to meet their students' needs, versus arbitrarily selecting which standards to teach. Classroom observation data revealed that lesson objectives aligned to the Indiana Academic Standards were only observed in 33% of classrooms. This was viewed as a significant factor in that a scaffolding towards a rigorous instructional depth of knowledge was not observed in any classroom observed. Furthermore, no evidence was observed of a process to ensure that classroom instruction is aligned to the Indiana Academic Standards nor adheres to the intended rigor of the standards. The school leadership acknowledged that curriculum development and increasing academic rigor were a priority for achieving school improvement.

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[2] Jacobs, Heidi Hayes. Mapping the Big Picture: Integrating Curriculum & Assessment, K-12. Alexandria, Va: Association for Supervision and Curriculum Development, 199

Recommendation 3
Review, revise, and implement a systematic process for formative teacher evaluations. Ensure that formative teacher evaluations (1) are aligned with district expectations, (2) monitor the implementation of newly learned instructional strategies, (3) provide teachers with timely constructive feedback, and (4) are followed up with the targeted supports needed for instructional improvement. Furthermore, link the design of professional development to data collected from teacher observations while also considering formative student assessment results and school-wide goals.
Aligned Turnaround Principle(s)
1.2, 1.4, 1.5, 1.6, 1.9, 1.10, 4.4, 6.2, 2.2
Rationale
A meaningful teacher evaluation system, that represents excellence in instruction, provides the framework teachers need to consistently improve and do their best work in the classroom. Research has consistently shown that effective teachers are the most important factor contributing to student academic growth and achievement.[3] Thus, teachers should be consistently provided with the feedback and support needed to provide high quality work because as they succeed, students will succeed. Teacher focus groups revealed the principal conducts frequent classroom walk throughs. Additionally, artifacts were provided by the principal showing the feedback teachers are given after formative evaluations utilizing the Standards for Success Model. The visiting SQR team felt this feedback, as it is currently being utilized, lacked key components that are needed to adequately improve instruction. Specifically, the team felt there was a lack of teacher-specific feedback and monitoring of newly implemented learning strategies. Furthermore, although supports to aid teachers in meeting the social-emotional needs of students were readily observed, there was little evidence that similar supports were being provided to improve subject specific instruction. On their survey, teachers also indicated by their response to several questions, that feedback given after observations was an area in which improvement could occur.

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[3] Teachers Matter: Understanding Teachers' Impact on Student Achievement. Santa Monica, CA: RAND Corporation, 2012. https://www.rand.org/pubs/corporate_pubs/CP693z1-2012-09.html.

IX. Appendix A: Evidence for Remaining School Turnaround Principles

Background

We believe it is valuable for school and district leaders to have a summary of the TAT's findings and evidence for each of the eight Turnaround Principles. As such, this section of the report outlines key findings and supporting evidence for each of the Turnaround Principles that were not identified by school and district leaders as prioritized Turnaround Principles for this school.

This information is intentionally provided in an appendix to reinforce the importance of the previously stated findings, evidence, ratings, and recommendations for the school's prioritized Turnaround Principles.

School Turnaround Principle 2: Climate and Culture
Evidence Sources
Classroom Observations, Teacher Focus Group, Student Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Community Member Focus Group, Principal Interviews, Student Climate Survey, Observations of Hallway Transitions and Common Areas, Artifacts Provided by Oakland High School
Evidence Summary
Strengths   - Teacher, administration, and community member focus groups revealed the social-emotional health of students is a priority and the school values students as individuals.   - The school maintains a yearly credits-to-date board that is visible at the entrance to the building. Furthermore, every credit earned by students is announced and celebrated over the school intercom.   - Students meet in teacher led "Family Groups" two times every week to discuss issues and problems common to Oakland students.   Areas for Improvement   - In 83% of classrooms observed, high expectations for academics were not evident.   - In only 25% of classrooms observed was it evident that students were taking risks by interacting with content in new and experimental ways.   - On a 2018 school climate survey, 44% of students somewhat disagreed or strongly disagreed with the statement, "My school disciplines students fairly."

School Turnaround Principle 3: Effective Instruction

Evidence Sources
Classroom Observations, Teacher Focus Group, Student Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Student Climate Survey, Artifacts Provided by Oakland High School

Evidence Summary

Strengths
- On a 2018 school climate survey, 48 of 50 students responded yes to the statement, "Since coming to Oakland, do you feel you have become a better student?"
- Teacher and administrative focus groups revealed some classes are beginning to utilize the evidence based practice of close reading.
- The student focus group and conversations with students throughout the SQR revealed students are fully aware of the requirements each class has for credits to be attained.

Areas for Improvement
- Teachers are not utilizing curriculum maps to guide instruction and student learning.
- In only 33% of classrooms observed were lesson objectives aligned to the Indiana Academic Standards.
- In 0% of classrooms observed was scaffolding towards a rigorous instructional depth of knowledge evident.

School Turnaround Principle 5: Effective Staffing Practices

Evidence Sources
Teacher Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Artifacts Provided by Oakland High School

Evidence Summary

Strengths
- Multiple school personnel are included on interview committees when hiring new teachers.
- Teachers provided multiple examples of how professional development for social-emotional issues has proven relevant and valuable in addressing the needs of their students.
- Administration has encouraged Oakland teachers to observe other teachers in the district to learn best practices in identified areas for individual growth.

Areas for Improvement
- There was no evidence observed that school leadership uses teacher evaluations to inform the selection of professional development.
- Targeted professional training for the recently hired school interventionist has not been provided.
- Teacher focus groups revealed that staff meetings are routinely off topic and end after the scheduled time.

School Turnaround Principle 7: Use of Time
Evidence Sources

Classroom Observations, Teacher Focus Group, Student Focus Group, District Leadership Focus Group, Instructional Leadership Focus Group, Principal Interviews, Artifacts Provided by Oakland High School

Evidence Summary

Strengths
- The master schedule provides time to address the social-emotional needs of students to help ensure students are better able to focus on learning.
- Students have the opportunity to take the course Jobs for American Graduates (JAG) onsite. This course provides career exploration opportunities, financial literacy instruction, and other content intended to help students overcome barriers to graduation and become college and career ready.
- The school corporation plans to open a career academy in the fall of 2019 that will increase the opportunities for Oakland students to take Career Technical Education (CTE) courses.

Areas for Improvement
- Student intervention time is determined as a result of students being behind in receiving class credits, rather than on formative assessments.
- The four indicators of student engagement examined across all classroom observations highlighted that students are given limited opportunities to own the cognitive work of the lesson.